



Music Curriculum Overview

This overview document details what students will be studying in this subject area over the course of their time with us and the skills and knowledge they will be covering. Students will be formally assessed across the year and their progress and ATL (Attitude to Learning) will be reported home at the end of each term. Assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, including the curriculum covered in the previous year/s.

Half term	02.09.25 - 23.10.25	03.11.25 - 19.12.25	05.01.26 - 13.02.26	23.02.26 - 26.03.26	13.04.26 - 22.05.26	01.06.26 - 17.07.26
	Autumn 1 - 8 weeks	Autumn 2 - 7 weeks	Spring 1 - 6 weeks	Spring 2 - 5 weeks	Summer 1 - 5 weeks	Summer 2 - 7 weeks
Year 7	<u>The Musical Elements</u> Students are introduced to KS3 music through study of the musical elements (DR SMITH). Dynamics Rhythm Structure Melody Instrumentation Texture Harmony Students will learn about dynamics, rhythm and structure through the composition of a stomp performance in groups. The following elements are introduced through beginner piano skill lessons. Here we use 'C is to the left of the two black keys' to learn the notes on the keyboard. <u>Listening Skills</u>	<u>The Language of Music</u> Building on the knowledge learnt of the keyboard in the previous half term, students learn the basics of reading sheet music. Students learn to identify notes on the treble and bass clefs, recognising note lengths and applying their knowledge to the piano. Students are introduced to guitar, bass and ukulele, learning to play them through reading tablature. A brief introduction to the drums is given, providing the building blocks needed to form a band. <u>Listening Skills</u> Develop an understanding of pitch and rhythm through sheet music. <u>Composition Skills</u>	<u>Working in a Band</u> Students build on their learning from the previous term, learning pieces of Pop music in bands using sheet music. This half term provides an emphasis on chords and harmony, challenging students to play multiple notes at the same time. Students learn to play: Seven Nation Army Three Little Birds Wild Thing Firework (Katy Perry) Each song provides new chords and challenges, culminating in a band performance at the end of the half term.	<u>Composing in a Band</u> This half term takes the learning from the previous and gives students the freedom to create their own Pop song. Students learn how to write and structure a song in groups. Students learn how to use the four chord trick in order to begin putting music to their ideas. Students learn to write memorable riffs and include them in their songs. Students finish this half term with a group performance of their own Pop song.	<u>Music of Asia</u> Building on understanding of Western music, students are introduced to the music of Asia. Here we study: Japanese Taiko Chinese Classical Music Indian Classical Music Indonesian Gamelan Students learn about the different cultures that gave rise to these musical styles. We explore the differences and similarities between Western and Eastern music, discussing instrumentation, melodies and rhythm. <u>Listening Skills</u> Analyse how Pop music is arranged and how this affects the listener.	<u>Music of the Americas</u> Our final half term brings everything together to explore the music of the Americas. Here we study: West African Drumming Cuban Music Brazilian Samba Beginning with the rhythms of West Africa, this is a crucial area of learning for students to understand how music developed across the Americas. Students learn how colonization and the slave trade impacted the culture and music of Cuba and Brazil. <u>Listening Skills</u>

	<p>Critical analysis of a wide range of music using the musical elements.</p> <p><u>Composition Skills</u></p> <p>The stomp composition builds teamwork and rhythmic skills.</p> <p><u>Performance Skills</u></p> <p>Stomp performance develops group performance skills.</p> <p>The solo piano performance builds solo performance skills, instrumental skills and independence.</p>	<p>Build the skills needed to write sheet music for a variety of instruments.</p> <p><u>Performance Skills</u></p> <p>Further build on instrumental skills and independence through solo performance of pieces using sheet music.</p> <p>Opportunities to perform in groups offer further teamworking skills.</p>	<p>Recognise how chords impact the feel and direction of music.</p> <p><u>Composition Skills</u></p> <p>Develop the chordal understanding needed to begin writing a Pop song.</p> <p><u>Performance Skills</u></p> <p>Learn how to get the most out of a performance through a number of small performances.</p> <p>Perform as part of a band, growing teamwork and timing skills.</p>	<p><u>Composition Skills</u></p> <p>Compose a piece of Pop music making use of all of the musical elements.</p> <p><u>Performance Skills</u></p> <p>Perform as part of a band with an emphasis on creativity and individuality.</p> <p>Group performance continues to grow teamworking and timing skills.</p>	<p><u>Composition Skills</u></p> <p>Compose a Chinese Classical piece using a pentatonic scale.</p> <p><u>Performance Skills</u></p> <p>Compose an Indian Classical piece using a raga.</p> <p><u>Performance Skills</u></p> <p>Compose a piece of Japanese Taiko in groups.</p> <p><u>Performance Skills</u></p> <p>Develop group and solo performance skills on a range of different instruments, across various styles.</p>	<p>Analyse the musical elements of pieces from across the Americas.</p> <p><u>Composition Skills</u></p> <p>Compose a West Africa inspired drumming performance.</p> <p><u>Performance Skills</u></p> <p>Compose a piece of Cuban inspired music in groups.</p> <p><u>Performance Skills</u></p> <p>Develop group performance skills on a variety of instruments.</p> <p>Advanced polyrhythms are introduced, further developing rhythmic skills.</p>
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Year 8	<p><u>Blues and Jazz</u></p> <p>We begin year 8, following on from our work on music of the Americas.</p> <p>Here we follow the history of the Blues, through Ragtime into modern Jazz.</p> <p>Students study the context of the Blues including the slave trade and the great depression.</p> <p>Students will learn about syncopation, the twelve bar blues, walking bass and the blues scale, through composition.</p>	<p><u>Soul and Hip-Hop</u></p> <p>Following on from Jazz music, students explore how Soul music emerged and sparked the rise of Hip-Hop.</p> <p>Students learn about the cultural impact of Soul and Hip-Hop, tracing its development across Pop music.</p> <p>Students explore the cultural impact of Soul music on the Civil Rights Movement and how Hip-Hop began as a voice for change.</p>	<p><u>Western Classical Tradition</u></p> <p>Here we depart from music of black origin (MOBO) and explore the origin of Western Classical music.</p> <p>We explore the stylistic traits of Baroque, Classical and Romantic music.</p> <p>We study the following composers in detail:</p> <p>Johann Pachelbel J.S Bach W.A Mozart Ludwig van Beethoven Frédéric Chopin Pyotr Ilyich Tchaikovsky</p>	<p><u>20th Century Classical</u></p> <p>Following on from the Romantic period, we explore the key milestones of 20th Century Classical.</p> <p>Here we cover:</p> <p>Impressionism Expressionism Minimalism Aleatoric Music Music Concrete Avante-Garde</p> <p>There is a key emphasis on compositional techniques across this half term, studying the key question 'what is music'?</p>	<p><u>Music for Film</u></p> <p>With a firm understanding of Western Classical Tradition, students learn how to compose for a variety of film genres.</p> <p>These include:</p> <p>Fantasy Sci-Fi Horror</p> <p>Students study the composition of famous leitmotifs and their importance in film.</p> <p>Students learn how to write an underscore for</p>	<p><u>Music for Gaming</u></p> <p>Taking their knowledge of film music, students learn about the challenges composers face when composing for video games.</p> <p>Students learn about how early video game composers created music despite limitations in hardware.</p> <p>Students learn how modern video games take influence from film music, learning famous pieces from modern games.</p>

	<p>Ragtime is a celebration of Scott Joplin's work, learning how to play 'The Entertainer'. Here we make cross-curricular links to drama's study of slapstick.</p> <p>We follow Jazz on its journey from New Orleans, studying 7th chords and famous Jazz standards.</p> <p>Jazz lead sheets are introduced to students and form the basis of their assessment.</p> <p><u>Listening Skills</u></p> <p>Critical analysis Blues and Jazz music using the musical elements.</p> <p><u>Composition Skills</u></p> <p>Students develop compositional skills through creating their own Blues pieces.</p> <p><u>Performance Skills</u></p> <p>Students perform their compositions as a Blues band, introducing improvisational skills into their learning.</p> <p>Ragtime and Jazz performances allow students to improve their solo performance skills and independence.</p>	<p>Students learn a range of Soul and early Hip-Hop songs, developing a deeper understanding of melodic development and repetition in music.</p> <p>Students learn how to write their own raps, composing their own riffs and backing tracks.</p> <p>Modern rap is further explored including its cultural impact on music today.</p> <p><u>Listening Skills</u></p> <p>Critical analysis of Soul and Hip-Hop music, using the musical elements.</p> <p><u>Composition Skills</u></p> <p>Students compose their own raps, developing rhythmic, arranging, and songwriting skills.</p> <p><u>Performance Skills</u></p> <p>Rap performances build vocal technique, consideration of style in performance and timing.</p> <p>Solo and group performance opportunities are offered, further building teamwork and presentation skills.</p>	<p>Students learn about the history, stories and impact of these composers on modern society.</p> <p>Students learn famous pieces from each of the composers, developing understanding of advanced techniques at the keyboard.</p> <p><u>Listening Skills</u></p> <p>Critical analysis of music across Western Classical Tradition.</p> <p><u>Composition Skills</u></p> <p>Learn advanced compositional techniques such as melodic development, arpeggios and basso continuo.</p> <p><u>Performance Skills</u></p> <p>Students perform a wide range of challenging pieces, providing opportunities for multiple solo performances.</p> <p>Solo performances build instrumental skill and student independence.</p>	<p>Students study key composers over this period include Erik Satie, Claude Debussy, Arnold Schoenberg, Philip Glass and John Cage.</p> <p>Students compose in a variety of styles, each becoming increasingly experimental and thought provoking.</p> <p><u>Listening Skills</u></p> <p>Critical analysis of what music is and of what it can be.</p> <p><u>Composition Skills</u></p> <p>Expressionism builds composition skills for horror music.</p> <p>Minimalism builds foundational composition skills.</p> <p>Aleatoric, Music Concrete and Avante-Garde give students the creative skills to push the boundaries of music.</p> <p><u>Performance Skills</u></p> <p>Group performances of 20th Century Classical promote creativity and improvisation in performance.</p> <p>Continues to build on independence and teamworking skills.</p>	<p>different scenarios in films.</p> <p>Foley and FX work is explored, using items in the classroom.</p> <p>The half term culminates in a live performance alongside a short film called RUN.</p> <p>This performance includes music and foley performed by the students live with the film.</p> <p><u>Listening Skills</u></p> <p>Critical analysis of a range of film music in different genres.</p> <p><u>Composition Skills</u></p> <p>Compose for Fantasy</p> <p>Compose for Sci-Fi</p> <p>Compose for Horror</p> <p>Each compositional area builds key understanding in writing leitmotifs and underscores.</p> <p><u>Performance Skills</u></p> <p>Students perform their pieces in the context of an imaginary film, promoting creativity.</p> <p>Students perform alongside a film clip, developing important rhythmic and timing skills.</p>	<p>Students create their own imaginary game to compose music to, including a main character, areas of their world and a final boss.</p> <p>The year culminates in a performance of their work, demonstrating their creativity and the musical understanding they have learned across the years.</p> <p><u>Listening Skills</u></p> <p>Critical analysis of music across a range of video game genres.</p> <p><u>Composition Skills</u></p> <p>Composing a number of small pieces influenced by their game-making decisions, building key compositional skills.</p> <p><u>Performance Skills</u></p> <p>Students perform their pieces in groups, considering the arrangement and projection of their parts.</p> <p>All musical elements are considered in their performances building creativity, timing and teamworking skills.</p>
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Year 9	<p><u>The Development of Pop</u> Part I</p> <p>Students build upon their learning across years 7 and 8 through the exploration of Pop across the decades.</p> <p>In the first half term we cover:</p> <p>50s Rock n Roll 60s British Invasion 60s Psychedelic Rock 60s Reggae</p> <p>Here students learn the cultural impact and significance of each genre on society.</p> <p>Students learn famous pieces in these genres, with an opportunity to write their own Psychedelic Rock inspired song.</p> <p>There is an emphasis on band skills, with music provided for piano, guitar, bass, drums and vocals.</p> <p><u>Listening Skills</u></p> <p>Critical analysis of different genres from across the 50s and 60s.</p> <p><u>Composition Skills</u></p> <p>The psychedelic rock composition reinforces learning from 20th Century Classical, whilst embedding</p>	<p><u>The Development of Pop</u> Part II</p> <p>Continuing on from the previous half term, students learn about the cultural impact of music across the 70s and 80s.</p> <p>Here we cover:</p> <p>70s Punk 70s Glam Rock 70s - 80s Heavy Metal 80s Synth Pop</p> <p>Here students are introduced to key compositional concepts such as power chords and tritones.</p> <p>Students learn to compose for Punk and Heavy Metal, creating their own songs in groups.</p> <p>There continues to be an emphasis on band skills, with music provided for piano, guitar, bass, drums and vocals.</p> <p><u>Listening Skills</u></p> <p>Critical analysis of different genres from across the 70s and 80s.</p> <p><u>Composition Skills</u></p> <p>The psychedelic rock composition reinforces learning from 20th Century Classical, whilst embedding</p>	<p><u>The Development of Pop</u> Part III</p> <p>Continuing on from the previous half term, students learn about the cultural impact of music across the 90s.</p> <p>Here we cover:</p> <p>90s Grunge 90s Britpop 90s Nu Metal</p> <p>Here students are introduced to more advanced pieces of music, with increased challenge across the instruments.</p> <p>Students learn about the cultural impact of these genres and their reflection of society.</p> <p>There continues to be an emphasis on band skills, with music provided for piano, guitar, bass, drums and vocals.</p> <p><u>Listening Skills</u></p> <p>Critical analysis of different genres from across the 90s.</p> <p><u>Composition Skills</u></p> <p>Students learn how music in these genres is created, giving them the tools they</p>	<p><u>Modern Pop</u></p> <p>Here our focus changes to the stylistic traits of modern Pop music.</p> <p>Here we cover:</p> <p>Indie Rock Pop Punk Modern RnB EDM K-Pop</p> <p>Building on their knowledge from the previous half terms, students learn how these genres evolved into what they are today.</p> <p>EDM introduces students to the world of dance music, including DnB, House, Trance and Dubstep.</p> <p>Students study the rise of K-Pop and its influence on modern music.</p> <p>There continues to be an emphasis on band skills, with music provided for piano, guitar, bass, drums and vocals.</p> <p><u>Listening Skills</u></p> <p>Critical analysis of modern Pop music using the musical elements.</p> <p><u>Composition Skills</u></p>	<p><u>The Recording Industry</u></p> <p>With a well-rounded understanding of modern Pop music, students now look at the job roles available in the recording industry, including:</p> <p>Songwriters Producers Session Musicians Studio Engineers Labels and Publishers</p> <p>Students learn what goes into creating a record by composing their own.</p> <p>Using the skills they have learnt, students compose their own music in a popular genre of their choosing.</p> <p>Students write a song in bands, in which they will create a logo, album cover and EPK (electronic press kit) for.</p> <p>At the end of the half term, students will pitch their band idea to a 'record label' complete with a musical performance.</p> <p><u>Listening Skills</u></p> <p>Critical analysis of music across a wide range of popular genres.</p> <p><u>Composition Skills</u></p> <p>Critical analysis of music across a wide range of popular genres.</p>	<p><u>The Live Music Industry</u></p> <p>At the end of KS3, students learn how the live music industry works, gaining insight into:</p> <p>Event Management Tour Management Promoters Agents Sound and Lighting Set Designers</p> <p>Students begin to design a tour for their band, complete with a tour map, poster, merchandise and stage plot.</p> <p>Students create a set list for the tour, a mixture of covers and original songs.</p> <p>At the end of the half term, students will perform their set as part of the 'first show' of the tour.</p> <p><u>Listening Skills</u></p> <p>Critical analysis of music across a wide range of popular genres.</p> <p><u>Composition Skills</u></p> <p>Compose a piece of music in a band, building on previous teamworking skills and knowledge of music theory.</p>

	<p>important chord shapes into long term memory.</p> <p><u>Performance Skills</u></p> <p>Students perform on multiple occasions in groups or as solo performers.</p> <p>These performances help to build resilience, independence, and rhythmic skills.</p>	<p>embedding important chord shapes into long term memory.</p> <p><u>Performance Skills</u></p> <p>Students perform on multiple occasions in groups or as solo performers.</p> <p>These performances help to build resilience, independence, and rhythmic skills.</p>	<p>need to write their own music in these styles.</p> <p><u>Performance Skills</u></p> <p>Students perform on multiple occasions in groups or as solo performers.</p> <p>These performances help to build resilience, independence, and rhythmic skills.</p>	<p>Students learn how music in these genres is created, giving them the tools they need to write their own music in these styles.</p> <p><u>Performance Skills</u></p> <p>Students perform on multiple occasions in groups or as solo performers.</p> <p>These performances help to build resilience, independence, and rhythmic skills.</p>	<p><u>Composition Skills</u></p> <p>Compose a piece of music in a band, building on previous teamworking skills and knowledge of music theory.</p> <p><u>Performance Skills</u></p> <p>Students perform their piece with consideration of the overall project and pitch.</p>	<p><u>Performance Skills</u></p> <p>Students perform a number of pieces of their own choosing.</p> <p>This gives students the freedom to be completely independent, having the chance to use everything they have learnt. This reinforces skill development in a practical setting.</p>
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Year 10	<p><u>Eduqas GCSE Music Popular Music</u></p> <p>Students begin KS4 with a deeper analysis of AoS4 Popular music, continuing on the work across year 9.</p> <p>Students gain a complete understanding of how to build scales and chords.</p> <p>Students learn about the circle of fifths and the Italian terms used in music.</p> <p>This work is done in continual reference to the musical elements, culminating in a popular</p>	<p><u>Eduqas GCSE Music Music for Ensemble</u></p> <p>Students build on their music theory knowledge from the previous half term, applying their knowledge to:</p> <p>Blues Jazz Musical Theatre Chamber Music</p> <p>This half term covers the learning for AoS2 Music for Ensemble.</p> <p>Here we learn the stylistic traits of each area and how these genres are composed.</p>	<p><u>Eduqas GCSE Music Musical Forms and Devices</u></p> <p>Here students learn about Western Classical Tradition in finer detail than KS3, covering the forms and devices used in the following periods:</p> <p>Baroque Classical Romantic 20th Century</p> <p>Advanced composition techniques such as counterpoint and modulation are introduced here, covering the learning for AoS1 Musical Forms and Devices.</p>	<p><u>Eduqas GCSE Music Film Music</u></p> <p>Using the theory they have learnt from Western Classical Tradition, students learn how to compose for:</p> <p>Fantasy Sci-Fi Horror Action</p> <p>Each of these areas covers AoS3 Film Music, setting students up well when approaching their free brief composition in the next half term.</p> <p>This work is done in continual reference to</p>	<p><u>Eduqas GCSE Music Badinerie by J.S Bach</u></p> <p>Here students begin learning their first set work, Badinerie by J.S Bach.</p> <p>Students learn how Bach uses the musical elements in his piece, with an emphasis on melodic development and modulation.</p> <p>This learning supports students as they begin their free composition briefs.</p> <p>The half term concludes with a Badinerie paper, assessing their understanding of the set work and its musical elements.</p>	<p><u>Eduqas GCSE Music Africa by Toto</u></p> <p>Students conclude year 10 through learning their second set work, Africa by Toto.</p> <p>Students learn how Toto uses the musical elements in their piece, with an emphasis on structure and chord progressions.</p> <p>This learning supports students as they finish their free composition briefs.</p> <p>The half term concludes with an Africa paper, assessing their understanding of the set</p>
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	<p>music assessment at the end of the half term.</p> <p>Alongside this, students practice these concepts through small composition projects on Musescore, which is also assessed at the end of the half term.</p> <p>Students work on their solo pieces once a week, with an assessed performance at the end.</p> <p><u>Listening Skills</u> Critical analysis of a range of Pop music using the musical elements.</p> <p><u>Composition Skills</u> Small Pop composition projects build understanding of theory and composition with traditional sheet music.</p> <p><u>Performance Skills</u> Students are given direction and support on their current performance work, helping to build resilience, ability, and understanding of their instrument.</p>	<p>This work is done in continual reference to the musical elements, culminating in a music for ensemble assessment.</p> <p>Students practice these concepts through small composition projects on Musescore, which is assessed at the end of the half term.</p> <p>Students are assessed on their performance work.</p> <p><u>Listening Skills</u> Critical analysis of a wide range of music across ensemble.</p> <p><u>Composition Skills</u> Small Blues, Jazz and Musical theatre composition projects build understanding of theory and composition with traditional sheet music.</p> <p><u>Performance Skills</u> Students are given direction and support on their current performance work, helping to build resilience, ability, and understanding of their instrument.</p>	<p>This work is done in continual reference to the musical elements, culminating in a film music assessment at the end of the half term.</p> <p>Students practice these concepts through a composition project on Musescore, which is assessed at the end of the half term.</p> <p>Students are assessed on their performance work.</p> <p><u>Listening Skills</u> Critical analysis of a wide range of music across Western Classical Tradition.</p> <p><u>Composition Skills</u> Students compose a Western Classical Tradition inspired composition, implementing melodic development, modulation and counterpoint.</p> <p><u>Performance Skills</u> Students are given direction and support on their current performance work, helping to build resilience, ability, and understanding of their instrument.</p>	<p>the musical elements, culminating in a film music assessment at the end of the half term.</p> <p>Students practice these concepts through small composition projects on Musescore, which is assessed at the end of the half term.</p> <p>Students are assessed on their performance work.</p> <p><u>Listening Skills</u> Critical analysis of a wide range of film music across genres.</p> <p><u>Composition Skills</u> Small Film composition projects build understanding of theory and composition with traditional sheet music.</p> <p><u>Performance Skills</u> Students are given direction and support on their current performance work, helping to build resilience, ability, and understanding of their instrument.</p>	<p>Their free brief composition is assessed over this half term.</p> <p>Students are assessed on their performance work.</p> <p><u>Listening Skills</u> Critical analysis of Badinerie by J.S Bach using the musical elements.</p> <p><u>Composition Skills</u> Students begin their free brief compositions as part of their coursework.</p> <p><u>Performance Skills</u> Students are given direction and support on their current performance work, helping to build resilience, ability, and understanding of their instrument.</p>	<p>work and its musical elements.</p> <p>Their free brief composition is assessed and completed by the end of the year.</p> <p>Students are assessed on their performance work.</p> <p><u>Listening Skills</u> Critical analysis of Africa by Toto using the musical elements.</p> <p><u>Composition Skills</u> Students finish their free brief compositions as part of their coursework.</p> <p><u>Performance Skills</u> Students are given direction and support on their current performance work, helping to build resilience, ability, and understanding of their instrument.</p>
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Year 11	<p><u>Eduqas GCSE Music Music Appraisal</u></p> <p>Having learnt the content needed for the exam in the previous year, this half term focuses on types of questions students will face in the exam. These include:</p> <p>Dictation Notation Italian Terms Essay Questions Ear Training Set Works</p> <p>Each area is practiced, giving students the experience and skills needed for the exam, concluding with an in class mock paper.</p> <p>Students choose their set brief composition task this half term, which is assessed at the end of the half term.</p> <p>Students prepare their solo piece to be assessed at the end of the half term.</p> <p><u>Listening Skills</u></p>	<p><u>Eduqas GCSE Music The Areas of Study</u></p> <p>With a clear understanding of the questions they will be asked in the exam, this is now applied across each of the areas of study:</p> <p>Forms and Devices Music for Ensemble Film Music Popular Music</p> <p>Lessons are guided towards the needs of pupils, with an emphasis on the areas of study, concluding with a class mock paper.</p> <p>Students finish their set brief composition task this half term, concluding the compositional element of this course.</p> <p>Students perform their solo performances for their coursework.</p> <p><u>Listening Skills</u></p> <p>Critical analysis of a wide range of music across the areas of study.</p> <p><u>Composition Skills</u></p>	<p><u>Eduqas GCSE Music The Musical Elements</u></p> <p>Here students focus on the musical elements, building a greater understanding and knowledge of key terminology. The elements include:</p> <p>Dynamics Rhythm Structure Melody Instrumentation Texture Harmony</p> <p>Lessons are guided towards the needs of pupils, with an emphasis on the musical elements, concluding with a class mock paper.</p> <p>Students are assessed on their ensemble performance work.</p> <p><u>Listening Skills</u></p> <p>Critical analysis of a wide range of music across Western Classical Tradition.</p> <p><u>Performance Skills</u></p> <p>Students are given direction and support on their current ensemble performance work, helping to build resilience,</p>	<p><u>Eduqas GCSE Music The Set Works</u></p> <p>Students recap the set works at this point in the year, ensuring the pieces stay fresh in their mind. These pieces are:</p> <p>Badinerie by J.S Bach Africa by Toto</p> <p>Lessons are guided towards the needs of pupils, with an emphasis on the set works, concluding with a class mock paper.</p> <p>Students perform their ensemble performances for their coursework, concluding the performance element of this course.</p> <p><u>Listening Skills</u></p> <p>Critical analysis of Badinerie by J.S Bach and Africa by Toto.</p> <p><u>Performance Skills</u></p> <p>Students perform their ensemble pieces as part of their coursework.</p>	<p><u>Eduqas GCSE Music Exam Preparation</u></p> <p>Entering exam season, lessons are tailored towards the needs of students.</p> <p>Each lesson covers different exam techniques, question types and musical knowledge.</p> <p>This includes:</p> <p>Question Types The Areas of Study The Musical Elements The Set Works</p> <p>Students complete a number of mock papers, preparing them for the exam next half term.</p> <p><u>Listening Skills</u></p> <p>Critical analysis of a wide range of music in relation to the exam paper.</p>	<p><u>Eduqas GCSE Music The Exam</u></p> <p>Concluding KS4, students complete their Eduqas GCSE music exam.</p> <p>The lessons are revision sessions, focusing on key knowledge and potential gaps, ready for the paper.</p> <p><u>Listening Skills</u></p> <p>Critical analysis of a wide range of music in relation to the exam paper.</p>

<p>Critical analysis of a wide range of music across the areas of study.</p> <p><u>Composition Skills</u></p> <p>Students begin their set brief compositions as part of their coursework.</p> <p><u>Performance Skills</u></p> <p>Students are given direction and support on their current solo performance work, helping to build resilience, ability, and understanding of their instrument.</p>	<p>Students finish their set brief compositions as part of their coursework.</p> <p><u>Performance Skills</u></p> <p>Students perform their solo pieces as part of their coursework</p>	<p>ability, and understanding of their instrument.</p>			
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Half term	02.09.25 - 23.10.25	03.11.25 - 19.12.25	05.01.26 - 13.02.26	23.02.26 - 26.03.26	13.04.26 - 22.05.26	01.06.26 - 17.07.26
	Autumn 1 - 8 weeks	Autumn 2 - 7 weeks	Spring 1 - 6 weeks	Spring 2 - 5 weeks	Summer 1 - 5 weeks	Summer 2 - 7 weeks
Year 12	<p><u>Pearson BTEC Level 3 National Extended Certificate in Music Technology</u></p> <p><u>Mixing and Mastering Techniques I</u></p> <p>Students begin year 12 music, learning the fundamentals of mixing and mastering music.</p> <p>Students learn a variety of production skills including:</p> <ul style="list-style-type: none"> Gain Staging EQ Compression Multiband Compression Reverb Delay Stereo Widening Limiting <p>These skills are practiced through the mixing and mastering of a number of small projects across a range of genres.</p> <p>Students complete an essay detailing their research into mixing and mastering techniques.</p> <p><u>Listening Skills</u></p> <p>Critical analysis of mixing and mastering across a range of genres.</p> <p><u>Composition Skills</u></p>	<p><u>Pearson BTEC Level 3 National Extended Certificate in Music Technology</u></p> <p><u>Mixing and Mastering Techniques II</u></p> <p>Building on the previous half term, students work on a main project to mix and master.</p> <p>Alongside this students produce a logbook documenting their progress.</p> <p>This half term concludes with a completion of Unit 13 Mixing and Mastering Techniques.</p> <p><u>Listening Skills</u></p> <p>Critical analysis of mixing and mastering across a range of genres.</p> <p><u>Composition Skills</u></p> <p>Learning how to use a DAW provides the building blocks needed to create professional quality compositions for modern platforms.</p> <p><u>Production Skills</u></p>	<p><u>Pearson BTEC Level 3 National Extended Certificate in Music Technology</u></p> <p><u>The Elements of Commercially Successful Music I</u></p> <p>Here students begin their work on Unit 16 The Elements of Commercially Successful Music.</p> <p>In this half term we focus on producing four musical sketch ideas based on the stylistic traits of commercially successful songs.</p> <p>Students also begin creating an essay, researching the elements of commercially successful music.</p> <p>Students explore recording techniques including microphone types and placement, audio interfaces, and acoustics.</p> <p><u>Listening Skills</u></p> <p>Critical analysis of the stylistic traits of commercially successful music.</p> <p><u>Composition Skills</u></p> <p>Compose a number of short musical sketches using a DAW.</p>	<p><u>Pearson BTEC Level 3 National Extended Certificate in Music Technology</u></p> <p><u>The Elements of Commercially Successful Music II</u></p> <p>Continuing Unit 16, students complete learning aim A through an evaluation of their musical sketches.</p> <p>This is presented in Powerpoint format to the group, building communication and presentation skills.</p> <p>Students complete their commercial music essays, demonstrating a clear understanding of music production.</p> <p>Students then begin the pre-production process on their own song for learning aim B.</p> <p><u>Listening Skills</u></p> <p>Critical analysis of the stylistic traits of commercially successful music in relation to their own work.</p> <p><u>Composition Skills</u></p> <p>Begin the pre-production process on their own piece,</p>	<p><u>Pearson BTEC Level 3 National Extended Certificate in Music Technology</u></p> <p><u>The Elements of Commercially Successful Music III</u></p> <p>Building on the previous half term, students begin creating their own pieces using commercially successful techniques.</p> <p>Using their pre-production plans, students write, record, edit, mix and master their own piece of music.</p> <p>Students gain a wealth of experience from this process, learning every step of the production process.</p> <p>Mixing and mastering techniques are reinforced here, providing students with the necessary skills they need to succeed in the music industry.</p> <p><u>Listening Skills</u></p> <p>Critical analysis of the stylistic traits of commercially successful music.</p> <p><u>Composition Skills</u></p> <p>Compose an original piece of music, using all the</p>	<p><u>Pearson BTEC Level 3 National Extended Certificate in Music Technology</u></p> <p><u>The Elements of Commercially Successful Music IV</u></p> <p>At the end of Y12 students complete Unit 16 - The Elements of Commercially Successful Music.</p> <p>In this half term students finalise their pieces and begin reflecting on their production process.</p> <p>Students create an evaluative report / presentation, outlining their strengths and areas for improvement, with reference to commercially successful music.</p> <p>Students are given material to help them prepare over the holidays for Unit 3 - Music and Sound for Media.</p> <p><u>Listening Skills</u></p> <p>Critical analysis of their own compositions in relation to commercially successful music.</p> <p><u>Composition Skills</u></p> <p>Finalise a composition to near-professional quality.</p>

	<p>Learning how to use a DAW provides the building blocks needed to create professional quality compositions for modern platforms.</p> <p><u>Production Skills</u></p> <p>Students learn the basics of music production through mixing and mastering techniques.</p>		<p><u>Production Skills</u></p> <p>Students learn the basics of audio recording, exploring different microphone types and VSTs.</p>	<p>building planning and organisational skills.</p> <p><u>Production Skills</u></p> <p>Students reflect on what they have learnt about audio production, giving them the experience needed to create their own near-professional recordings.</p>	<p>skills they have learnt so far.</p> <p><u>Production Skills</u></p> <p>Students experience the complete production process, taking a song from an idea to a near-professional recording.</p>	<p><u>Production Skills</u></p> <p>Reflect on the production process, building production skills and a growth mindset.</p>
Half term	02.09.25 - 23.10.25	03.11.25 - 19.12.25	05.01.26 - 13.02.26	23.02.26 - 26.03.26	13.04.26 - 22.05.26	01.06.26 - 17.07.26
	Autumn 1 - 8 weeks	Autumn 2 - 7 weeks	Spring 1 - 6 weeks	Spring 2 - 5 weeks	Summer 1 - 5 weeks	Summer 2 - 7 weeks
13	<p><u>Pearson BTEC Level 3 National Extended Certificate in Music Technology</u></p> <p><u>Music and Sound for Media I</u></p> <p>Students begin year 13 music studying how music and foley is used in media products.</p> <p>Students begin researching music and foley techniques across a range of media, creating an essay in response.</p> <p>In addition to this, students begin creating their own music and foley to a video clip.</p> <p>Over this half term, students begin creating a portfolio of music and sound files.</p> <p>To prepare for the DAW Production exam at the</p>	<p><u>Pearson BTEC Level 3 National Extended Certificate in Music Technology</u></p> <p><u>Music and Sound for Media II</u></p> <p>Students complete Unit 3 - Music and Sound for Media.</p> <p>This half term concludes with a finished media product containing original music and foley production to a near-professional quality.</p> <p>Students complete their research into this topic, giving them a broad and balanced understanding of music and sound for media.</p> <p>To prepare for the DAW Production exam at the end of the year, students are given small side projects to complete,</p>	<p><u>Pearson BTEC Level 3 National Extended Certificate in Music Technology</u></p> <p><u>Remixing and Reworking I</u></p> <p>Here students begin Unit 10 - Remixing and Reworking.</p> <p>Students learn how to compose music in the following EDM styles:</p> <p>House Drum and Bass Trance Garage</p> <p>Students create a research document, diving deeper into each of the stylistic traits of these genres.</p> <p>In addition, students create a musical sketch for each of these styles, complete with written analysis of their work.</p>	<p><u>Pearson BTEC Level 3 National Extended Certificate in Music Technology</u></p> <p><u>Remixing and Reworking II</u></p> <p>This half term concludes Unit 10 - Remixing and Reworking.</p> <p>Students compose two contrasting mixes of the same song in an EDM style of their choosing.</p> <p>This includes clear planning material of their mixes.</p> <p>Additionally students complete their research into EDM, finishing this unit.</p> <p>To prepare for the DAW Production exam at the end of the year, students are given small side projects to complete, building their DAW skills and understanding.</p>	<p><u>Pearson BTEC Level 3 National Extended Certificate in Music Technology</u></p> <p><u>DAW Production</u></p> <p>The final half term of KS5 music prepares students for the DAW Production exam.</p> <p>Students complete a number of practice projects, making notes as they produce music from scratch using provided samples.</p> <p>Students practice composing to a brief with contrasting samples, creating a 2 minute, 60 second and 30 second edit of their compositions.</p> <p>Students complete their final exam, concluding their BTEC Level 3 National Extended</p>	

	<p>end of the year, students are given small side projects to complete, building their DAW skills and understanding.</p> <p><u>Listening Skills</u> Critical analysis of how music and foley are used in media products.</p> <p><u>Composition Skills</u> Begin composing music and audio for a piece of media.</p> <p><u>Production Skills</u> Compose small pieces using provided samples.</p> <p>Learn how foley is professionally produced, enhancing production skills.</p> <p>Editing and arranging skills are improved through small composition projects.</p>	<p>building their DAW skills and understanding.</p> <p><u>Listening Skills</u> Critical analysis of how music and foley are used in media products.</p> <p><u>Composition Skills</u> Finish composing music and audio for a piece of media.</p> <p><u>Production Skills</u> Learn how foley is professionally produced, enhancing production skills.</p> <p>Editing and arranging skills are improved through small composition projects.</p>	<p>To prepare for the DAW Production exam at the end of the year, students are given small side projects to complete, building their DAW skills and understanding.</p> <p><u>Listening Skills</u> Critical analysis of EDM and audio production.</p> <p><u>Composition Skills</u> Compose two contrasting mixes of the same piece of music.</p> <p><u>Production Skills</u> Compose small pieces using provided samples</p> <p><u>Production Skills</u> Learn how to remix a song into two contrasting styles, building key knowledge for EDM production.</p> <p><u>Production Skills</u> Editing and arranging skills are improved through small composition projects.</p>	<p><u>Listening Skills</u> Critical analysis of EDM and audio production.</p> <p><u>Composition Skills</u> Compose two contrasting mixes of the same piece of music.</p> <p><u>Production Skills</u> Compose small pieces using provided samples</p> <p><u>Production Skills</u> Editing and arranging skills are improved through small composition projects.</p>	<p>Certificate in Music Technology.</p> <p><u>Listening Skills</u> Critical analysis of audio samples, encouraging creativity and experimentation.</p> <p><u>Composition Skills</u> Compose a number of pieces using advanced production skills.</p> <p><u>Production Skills</u> Gain experience of production across a range of briefs, genres and styles.</p> <p>Learn how to make edits of music for different types of media.</p>	
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